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AUTHOR   Hobbs, Ruby T.
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ABSTRACT
              The tables presented in this report measure the
effectiveness of Shelby State Community College's Academic and
Developmental Services (ADS) Division, providing data on assessment
and placement results, enrollment, retention, grade distribution, and
progress of currently enrolled students who entered the college in
fall 1987 or 1988. Highlighted findings include the following: (1) in
fall 1988, 656 students or approximately 63% of SSCC's first-time
freshmen were placed in remedial and developmental studies courses;
(2) of these students, 233 were white, 421 were black, 431 were
female, and 451 were under 21 years of age; (3) in fall 1988, 646
full-time freshmen actually enrolled in basic or developmental
courses, and, of these, 487 returned in spring 1989; (4) grade
distributions remained fairly constant between summer 1988 and spring
1989; and (5) since fall 1985, 790 students have successfully
completed all ADS requirements and are currently enrolled in
college-level courses. Also included in the report are statements of
the assumptions, goals/objectives, and strategic actions of the
Languages and Literature, Reading, Testing, Math and Methodology,
Tutoring, and Student Support Services components of the ADS.
Concluding comments indicate that, overall, students who completed
remediation performed slightly better than students who did not need
remediation. (JMC)

Academic and Developmental Services

End of Year Status Report

1988 - 89

SHELBY STATE COMMUNITY COLLEGE

Data Collected and Compiled by:

Dr. Ruby L. Hobbs, Assistant Dean

Academic and Developmental Services

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INTRODUCTION

Since the Fall, 1985, the Academic and Developmental Services (ADS) Program at Shelby State Community College began following Tennessee Board of Regents (TBR) mandated guidelines. While the Tennessee Board of Regents guidelines for Academic & Developmental Services closely paralleled the Developmental Services Program which had been in operation at Shelby State Community College since the 1970's, the Tennessee Board of Regents guidelines changed the process used to assess, place, and track students in the Academic and Developmental Services Program. Virtually, all freshmen entering Tennessee Public Colleges are now tested in Reading, Writing, Computation and Elementary Algebra.

This is the fourth report of the Academic and Developmental Services Division prepared for the institution on the effectiveness of the program at Shelby State Community College. Previous reports covered a three quarter cohort of students with the exception of the third and fourth reports which covers a two semester cohort of students. In recognition of the fact that remediation (particularly for students who have more that one deficiency) may take longer than two semester, the statistical tables which follow address two cohorts of full-time and part-time students: those who enrolled in the Fall of 1987, and 1988 respectively and are still enrolled.

Continuous evaluations of any educational program is rucial and extremely important in measuring the growth and predicting future directions for the program. The institutional goal of evaluating the Academic and Assessment Program in a consistent manner depends upon formulation of assumption, a common set of goals and objectives and definitions which yield useful data and preserve institutional autonomy.

The data presented in this report consist of the following:

I.   Introduction
II. Index of Tables
     - Assessment and Placement
     - Enrollment
     - Retention
     - Grade Distribution
     - Student Progress

III. Assumptions, Goals and Objectives

IV. Conclusions and Recommendations

Each of these variables are described in more detail below, but it is crucial to understand that one of these indications should be viewed in isolation as appropriate for an evaluation of an educational program. The five (5) variables can, however, be interpreted in context to provide a reasonable assessment of an institution's remedial efforts.

ASSESSMENT AND PLACEMENT

The Academic Assessment and Placement Program (AAPP), developed by Educational Testing Service, was implemented in 1985 to measure the student's ability to meet basic skills competencies as described in the College Board's Project Equality This instrument was adopted by the State Board of Regents for Assessment at all SBR institutions in Tennessee.

The AAPP consists of four (4) components which measures readiness for college-level courses in the following Basic Academic Skills:

1. Writing. Students are given a twenty minute writing sample on an assigned topic which measures their ability to use standard written English and organize thoughts.

2. Reading Comprehension. This test consists of 15 short Reading Passages designed to measure how well students understand what they read by testing their skills in understanding direct statements, understanding main ideas, and drawing inferences. They are given thirty (30) minutes to read all the passages and answer forty-five (45) multiple-choice statements.

3. Logical Relationships. This test measures student's ability to identify relationships between words, sentences, and ideas. Students are given thirty (30) minutes to respond to fifty (50) multiple choice statements designed to test their skills in categorizing ideas, using appropriate connectives, making analogies, and recognizing principles of organization.

4. Mathematics. This section of the AAPP test contains three (3) separate Mathematics Skills Tests which measures students readiness for college-level math courses. Each test has about thirty-five (35) problems and each has a 30-minute time limit. All SSCC students must take the ARITHMETIC SKILLS portion of the AAPP test if they are required to be tested in Math. Additionally, students must determine which Algebra test they will take based upon their successful completion of high school mathematics. Students are instructed to take the ELEMENTARY ALGEBRA test if they have completed at least one year, but less than two years, of high school algebra. They are instructed to take the INTERMEDIATE ALGEBRA test if they have completed two or more years of high school algebra.

The Regents of the State University and Community College System mandates that all first-time (Regular Admission) freshmen students twenty (20) years of age and younger having an ACT composite score of 15 (Enhanced ACT score of 18) or less must be assessed by the AAPP. Shelby State Community College further requires that all first-time freshmen students regardless of age or admission status must be assessed with the AAPP writing sample for placement in the Department of Languages and Literature. Students twenty-one (21) years of age and older who are applying for regular admission must take the AAPP test prior to the initial enrollment.

One thousand and thirty-eight (1,038) were required to take the AAPP in the Fall of 1988. Seven hundred and twenty-eight (728) of the one thousand and thirty-eight (1,038) were assessed and six hundred and fifty-six (656) FTC students enrolled were placed in remedial and developmental studies courses. These students represent approximately sixty-three (63%) percent of the first-time freshmen entering Shelby State Community College the Fall, 1988.

Of this six hundred and fifty-six (656), two hundred and thirty-three (233) were white, four hundred and twenty-one (421) were black, two (2) were of other races. Four hundred and thirty-one (431) were female and two hundred and twenty-five (225) were male. Two hundred and five (205) were 21 years and older while four hundred and fifty-one (451) were 20 years and under. Three hundred and two (302) students took the AAPP, and two hundred and ninety-three (293) FTC students enrolled in R/D courses the Spring semester, 1989. Tables 1-1A represent Assessment and Placement data by Location for the Fall '88, and Spring '89, semesters. Tables 2-3C represent Assessment and Placement Analysis by Type of FTC Student by Location Fall 1988 through Spring 1989.

ENROLLMENT

During the Fall of 1988, 646 of the FTC freshman entering Shelby State Community College enrolled in basic and/or developmental courses. Table 1-1A present enrollment analysis by cohorts for the A/D and non A/D student from Fall, 1985 to Fall, 1988.

Table 2-2B present Fall and Spring, 1988 enrollment data analysis for students in the A/D and non A/D program by age, sex, race and division category.

Table 3 shows a duplicated head count of students enrolled in ADS courses for Fall, 1988 and Spring, 1989. This information is shown by center and courses.

Tables 4A-4C depict FTE distribution for A/D and non A/D students in each division during the Summer, 1988 through Spring semesters.

Tables 5A and 5B present Fall 1988 and Spring 1989 enrollment data for students in the ADS program by full and part-time status.

RETENTION

Of the 489 first time freshman enrolled in basic and/or developmental courses 388 (79%) returned Winter, 1986. Of the 646 FTE who enrolled in ADS 487 (75%) returned in the Spring, 1989. Table I shows the retention tracking of A/D and non A/D students in subsequent quarters/or semesters.

GRADE DISTRIBUTION

Table 1 shows a comparison of grade distribution over 3 semesters from Summer '88 to Spring '89. An analysis of pass, no pass and withdrawal shows no significant difference between Summer '88 (57% pass) and Fall '88 (59% pass). However, a slight difference of passing grades (7%) is shown between Fall '88 (59% pass) and Spring '89 (52% pass). Tables 2 and 3 present an analysis of student grades in Remedial and Developmental courses during the Summer '88 through Spring '89 semesters. The Remedial course pass-rate stays consistent throughout. Tables 4, 5, 6 gives an analysis of grade distribution A, B, C, F, N, W for classes for Summer '88, Fall '88, and Spring '89.

STUDENT PROGRESS

Student progress can be measured in many ways which includes GPA and grades earned in A/D courses. Table 1 reflects the number of student completers in the A/D program beginning Fall 1985 through Spring 1989. Table 1A and 1B shows in graph form the entry date and number of completers for the Fall '88 and Spring '89 school term.

State Board of Regents guidelines mandate that students enrolled in remedial or developmental courses must earn a grade of "C" or higher to successfully complete the courses. Upon completion of required developmental courses, the student receives a letter acknowledging this accomplishment. Since the fall of 1985, 790 A/D students have successfully completed all A/D requirements in the program, and are currently enrolled.

Tables 2-2B presents a breakdown of grade point averages and completion rates of all A/D students completing developmental studies and enrolled in college level courses beginning Summer 1988 through Spring 1989.

Of the 203 A/D completers, 150 (74%) were female, and 53 (26%) were male. The females, whose average age is 24.29 years, had a cumulative GPA of 2.92. The males, whose average age is 22.45 years, had a cumulative GPA of 2.68. The average GPA of the total is 2.86 and the average age of the total group is 23.8 years.

Of the 203 completers, 178 (88%) successfully completed English Comp I with an average GPA of 2.52. Of the 150 female completers, 131 (87%) completed Comp I with an average GPA of 2.51. Of the 50 male completers, 46 (92%) completed Comp I with an average GP A of 2.52.

Of the 203 completers, 87 (43%) students successfully completed College Algebra with an average GPA of 2.20. Of the 150 female completers, 60 (40%) students successfully completed College Algebra with an average GPA of 2.27. Of the 50 male completers, 27 (54%) students successfully completed College Algebra with an average GPA of 2.13.

Of the 203 completers, 109 (54%) students successfully completed History I with an average GP A of 2.51. Of the 150 female completers, 74 (49%) successfully completed History I with an average GP A of 2.47. Of the 50 male completers, 35 (70%) successfully completed History I with an average GPA of 2.55.

The retention rate of the completers from Summer 1988 to Spring 1989 was 82%. Eighty-four percent (84%) of the completers returned after Summer 1988, and eighty-one percent (81%) returned after Fall 1988.

Table 6 shows the number of A/D completers in each major and the number of A/D completers enrolled in each college-level course for Summer 1988, Fall 1988, and Spring 1989.

INDEX OF TABLES

Student Progress

ASSESSMENT AND PLACEMENT

SHELBY STATE COMMUNITY COLLEGE

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Term: Fall 1988

DATA NOT AVAILABLE BY LOCATION:

No. Required to Take AAPP	1,038
No. Completed AAPP	728
No. Enrolled Who Received Scholarships	32
No. Enrolled While on Suspension	84
No. Program Completers	76

ANALYSIS OF STUDENT ENROLLED IN R-D CLASSES

	N	%
No. Enrolled at Remedial Level Only	115	18
No. Enrolled at Dev. Level Only	71	11
No. Enrolled in Both Rem. and Dev. Level	257	39
No. Enrolled in Remedial and College Level	15	1
No. Enrolled in Developmental and College Level	102	16
No. Enrolled in Rem/Dev and College Courses	96	15

TOTAL NO. STUDENTS	656	

No. Enrolled in College Courses only Based on AAPP	61

TABLE 2

SHELBY STATE COMMUNITY COLLEGE

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Term: Spring 1989

DATA NOT AVAILABLE BY LOCATION:

No. Required to Take AAPP	408
No. Completed AAPP	302
No. Enrolled Who Received Scholarships	34
No. Enrolled While on Suspension	100
No. Program Completers	87

ANALYSIS OF STUDENT ENROLLED IN R-D CLASSES

	N	%
No. Enrolled at Remedial Level Only	47	16
No. Enrolled at Dev. Level Only	33	11
No. Enrolled in Both Rem. and Dev. Level	126	43
No. Enrolled in Remedial and College Level	13	4
No. Enrolled in Developmental and College Level	49	17
No. Enrolled in Rem/Dev and College Courses	25	9

TOTAL NO. STUDENTS   293

No. Enrolled in College Courses only Based on AAPP   20

TABLE 1A

13

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Midtown Campus

Term: Fall 1988

ANALYSIS BY TYPE OF STUDENT

<u>214</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	196	92
No. Not Enrolled in R-D Classes	18	8

<u>362</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	245	68
No. Not Enrolled in R-D Classes	117	32

<u>576</u> TOTAL STUDENTS AT THIS LOCATION

Location: Midtown Campus

Term: Spring 1989

ANALYSIS BY TYPE OF STUDENT

<u>183</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	156	85
No. Not Enrolled in R-D Classes	27	15

<u>77</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	45	58
No. Not Enrolled in R-D Classes	32	42

<u>260</u> TOTAL STUDENTS AT THIS LOCATION

TABLE 2

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: <u>Gill Campus</u>

Term: <u>Fall 1988</u>

-- ------------------------

ANALYSIS BY TYPE OF STUDENT

<u>32</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	26	81
No. Not Enrolled in R-D Classes	6	19

<u>114</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	85	75
No. Not Enrolled in R-D Classes	29	25

<u>146</u> TOTAL STUDENTS AT THIS LOCATION

Location: <u>Gill Campus</u>

Term: <u>Spring 1989</u>

ANALYSIS BY TYPE OF STUDENT

<u>43</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	33	77
No. Not Enrolled in R-D Classes	10	23

<u>15</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	9	60
No. Not Enrolled in R-D Classes	6	40

<u>58</u> TOTAL STUDENTS AT THIS LOCATION

TABLE 2A 15

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: <u>Southeast Center</u>

Term: <u>Fall 1988</u>

ANALYSIS BY TYPE OF STUDENT

<u>30</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	25	83
No. Not Enrolled in R-D Classes	5	17

<u>154</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	80	52
No. Not Enrolled in R-D Classes	74	48

<u>184</u> TOTAL STUDENTS AT THIS LOCATION

Location: <u>Southeast Center</u>

Term: <u>Spring 1989</u>

ANALYSIS BY TYPE OF STUDENT

<u>41</u> FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	27	66
No. Not Enrolled in R-D Classes	14	34

<u>41</u> OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	16	39
No. Not Enrolled in R-D Classes	25	61

<u>82</u> TOTAL STUDENTS AT THIS LOCATION

TABLE 2B

16

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Millington Center

Term: Fall 1988

ANALYSIS BY TYPE OF STUDENT

__2 FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	0	0
No. Not Enrolled in R-D Classes	2	100

_21 OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	0	0
No. Not Enrolled in R-D Classes	21	100

_23 TOTAL STUDENTS AT THIS LOCATION

Location: Millington Center

Term: Spring 1989

ANALYSIS BY TYPE OF STUDENT

__9 FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	3	33
No. Not Enrolled in R-D Classes	6	67

__3 OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	1	33
No. Not Enrolled in R-D Classes	2	67

_12 TOTAL STUDENTS AT THIS LOCATION

TABLE 2C   17

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Shelby Penal Farm

Term: Spring 1989

ANALYSIS BY TYPE OF STUDENT

__0 FIRST-TIME FRESHMAN

	N	%
No. Enrolled in R-D Classes	_0	_0
No. Not Enrolled in R-D Classes	_0	_0

__7 OTHER NEW STUDENTS (Non-Degree)

	N	%
No. Enrolled in R-D Classes	_3	43
No. Not Enrolled in R-D Classes	_4	57

_7 TOTAL STUDENTS AT THIS LOCATION

TABLE 2D

ENROLLMENT

SHELBY STATE COMMUNITY COLLEGE
ACADEMIC AND DEVELOPMENTAL SERVICES ENROLLMENT ANALYSIS

First Time New Enrollees - Freshman
ADS Program

Term Entered SSCC	A/D	Non A/D
Fall '85	489	73
Fall '86	681	114
Fall '87	538	70
Fall '88	656	95

TABLE 1

FIRST TIME ENROLLEES

Chart axis labels: NUMBER OF STUDENTS — 650, 600, 550, 500, 450, 400, 350, 300, 250, 200, 150, 100, 50

A&D   NON A&D
FALL 1988

FIRST TIME ENROLLEES

B

A=A&D
B=NON A&D

A
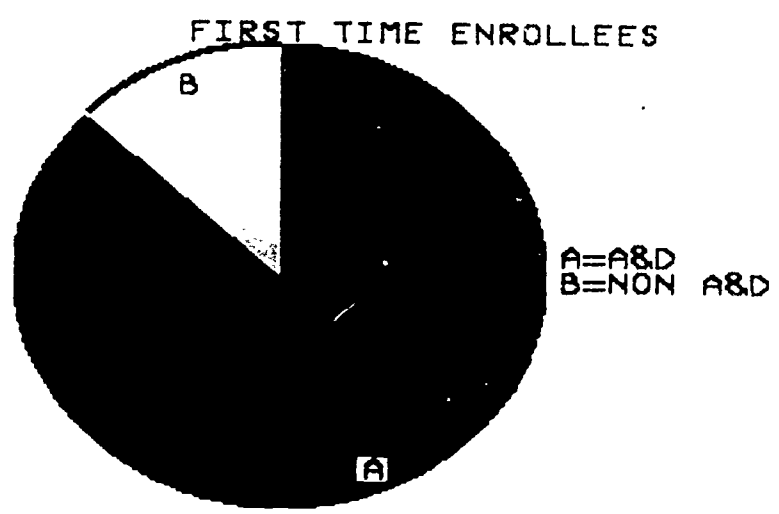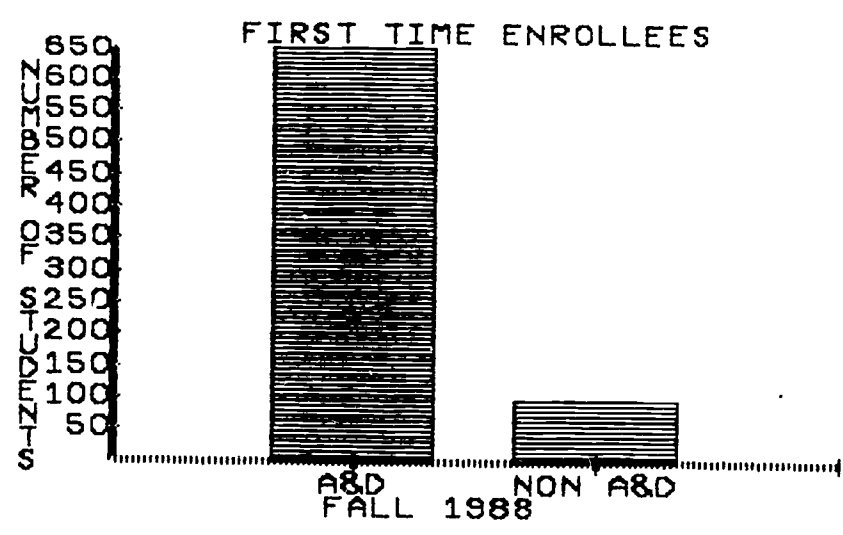
TABLE 1A

DEMOGRAPHICS

Academic and Developmental Services Student Enrollment by Age, Sex, Race, Division, and Admissions Category

FALL, 1988

Total Students Enrolled in 88	=	3822
First-time College Students	=	1014
FTC Students enrolled in A/D courses	=	646

		Returning 747	FTC 646
		Enrolled in A/D	Enrolled in A/D
Male	=	202	225
Female	=	545	421
21 or Older	=	633	205
Under 21	=	114	441
White not Hispanic	=	233	233
Black not Hispanic	=	503	411
American Indian or Alaskan Native	=	3	0
Asian or Pacific Islander	=	2	1
Hispanic	=	4	1
Unclassified	=	1	0
Career Studies Division	=	318	159
General and Transfer Studies	=	100	82
Undecided or Unknown	=	329	405

TABLE 2

DEMOGRAPHICS

Academic and Developmental Services Student Enrollment by Age, Sex, Race, Division, and Admissions Category

SPRING, 1989

Total Students Enrolled in 3/88	=	3881
First-time College Students	=	644
FTC Students enrolled in A/D courses	=	304

	Returning 1101	FTC 304
	Enrolled in A/D	Enrolled in A/D
Male =	318	86
Female =	783	218
21 or Older =	690	172
Under 21 =	411	132
White not Hispanic =	326	87
Black not Hispanic =	758	208
American Indian or Alaskan Native =	3	1
Asian or Pacific Islander =	4	2
Hispanic =	9	5
Unclassified =	1	1
Career Studies Division =	292	78
General and Transfer Studies =	198	130
Undecided or Unknown =	611	96

TABLE 2A

A DUPLICATED HEAD COUNT OF FIRST-TIME FRESHMAN ENROLLED IN REMEDIAL/DEVELOPMENTAL
COURSES BY LOCATION (FALL 88 & SPRING 89)

COURSES	Midtown		Gill		Southeast		Millington		Correctional Center		TOTAL
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Reading I	240	102	18	13	15	8	0	0	1	0	397
Reading II	194	199	36	22	20	25	0	0	4	0	500
Reading III	175	197	57	41	54	44	0	0	4	0	572
Basic Study Skills	127	117	0	0	0	0	0	0	0	0	244
Developmental Study Skills	344	140	91	57	76	53	0	0	0	0	761
Basic Writing	252	208	29	12	10	10	0	0	0	0	521
Developmental Writing	530	268	95	60	64	33	0	14	0	0	1,064
Basic Math	330	266	90	41	51	43	0	0	0	0	821
Elementary Algebra	360	380	88	86	77	86	0	0	0	0	1,077
Intermediate Algebra	152	182	43	58	38	55	0	0	0	0	528
TOTALS	2,704	2,059	547	390	405	357	0	14	9	0	6,485

TABLE 3

24

FTE/SUMMER 1988

FTE

500
450
400
350
300
250
200
150
100
50

A&D   CAREER GENERAL

BY AREAS

FTE/SUMMER 1988

A

C

B

A=A&D
B=CAREER
C=GENERAL

TABLE 4

FTE/FALL 1988

BY AREAS

FTE/FALL 1988

A=A&D
B=CAREER
C=GENERAL

TABLE 4A

FTE/SPRING 1988

FTE/SPRING 1988

A=A&D
B=CAREER
C=GENERAL
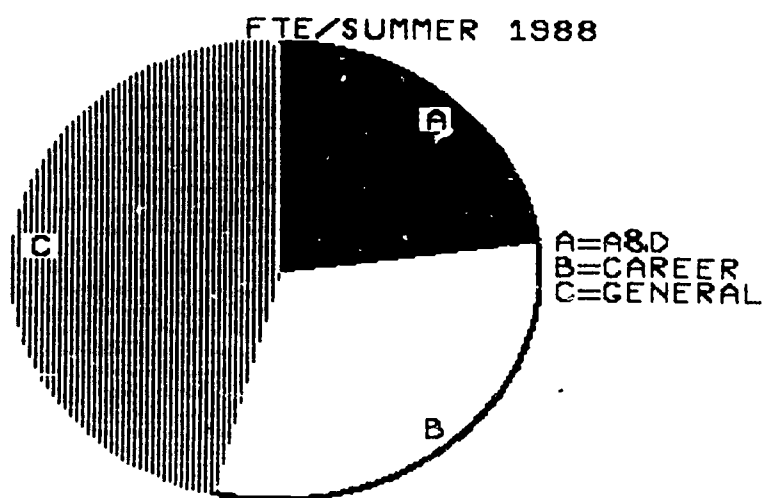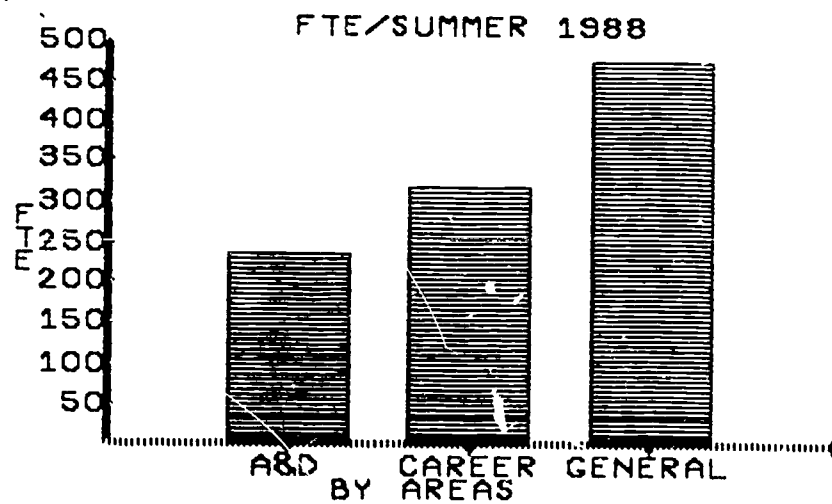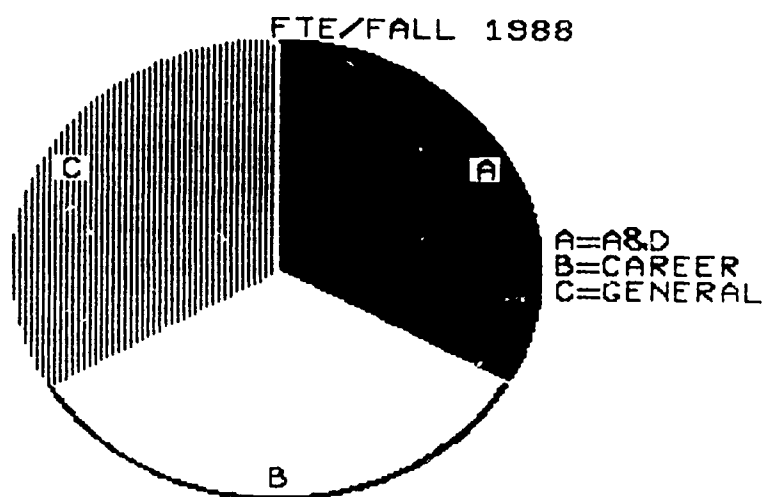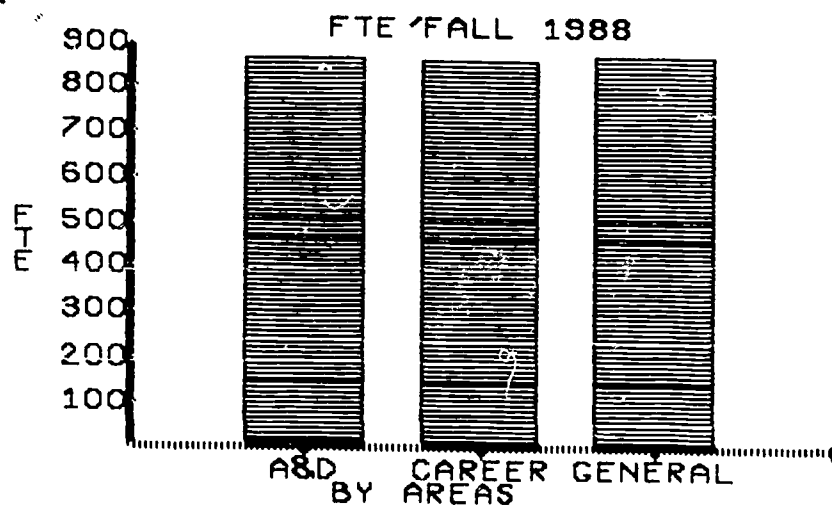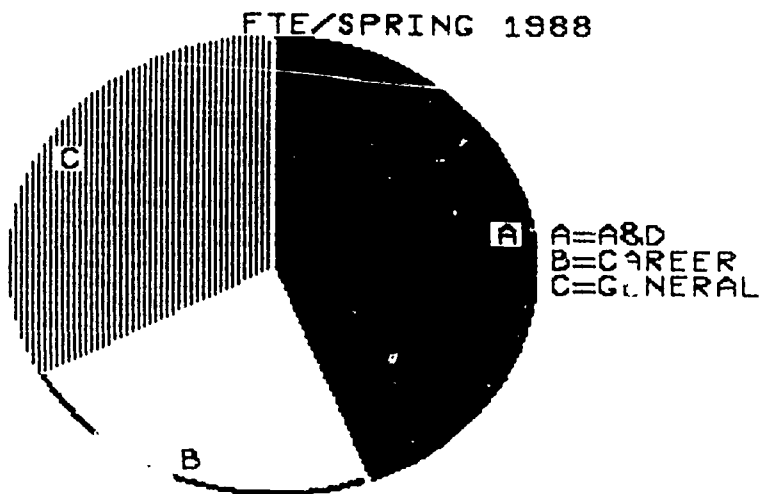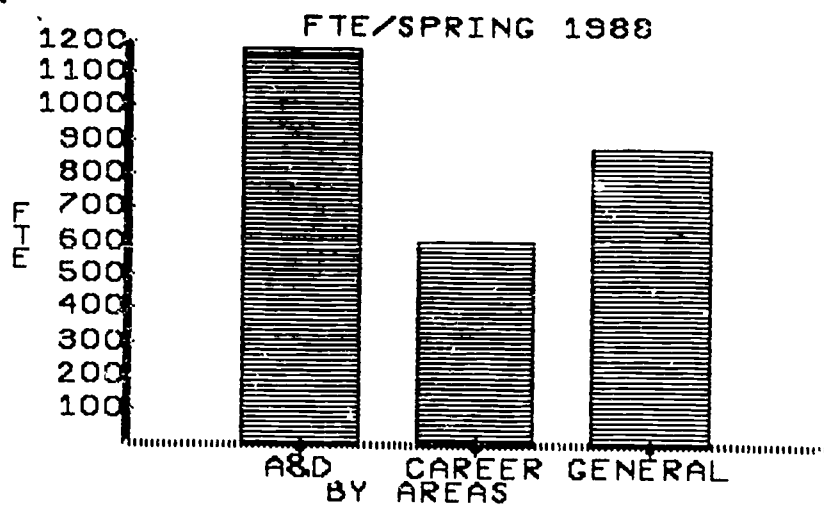
TABLE 4B

ENROLLMENT

Full and Part-time Enrollment
Fall 1988

```
                    ┌─────────────────┐
                    │ Total Students  │
                    │   Enrolled      │
                    │     3822        │
                    └─────────────────┘
              ┌────────────┼────────────────┐
    ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
    │ Total ADS    │ │   Total      │ │  Total ADS   │
    │ Enrolled     │ │   FTC        │ │  FTC         │
    │   1391       │ │   1014       │ │   656        │
    └──────────────┘ └──────────────┘ └──────────────┘
         ┌──────────────┐              ┌──────────────┐
         │  Full-time   │              │  Full-time   │
         │    1035      │              │    444       │
         └──────────────┘              └──────────────┘
         ┌──────────────┐              ┌──────────────┐
         │  Part-time   │              │  Part-time   │
         │    356       │              │    202       │
         └──────────────┘              └──────────────┘
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TABLE 5

29
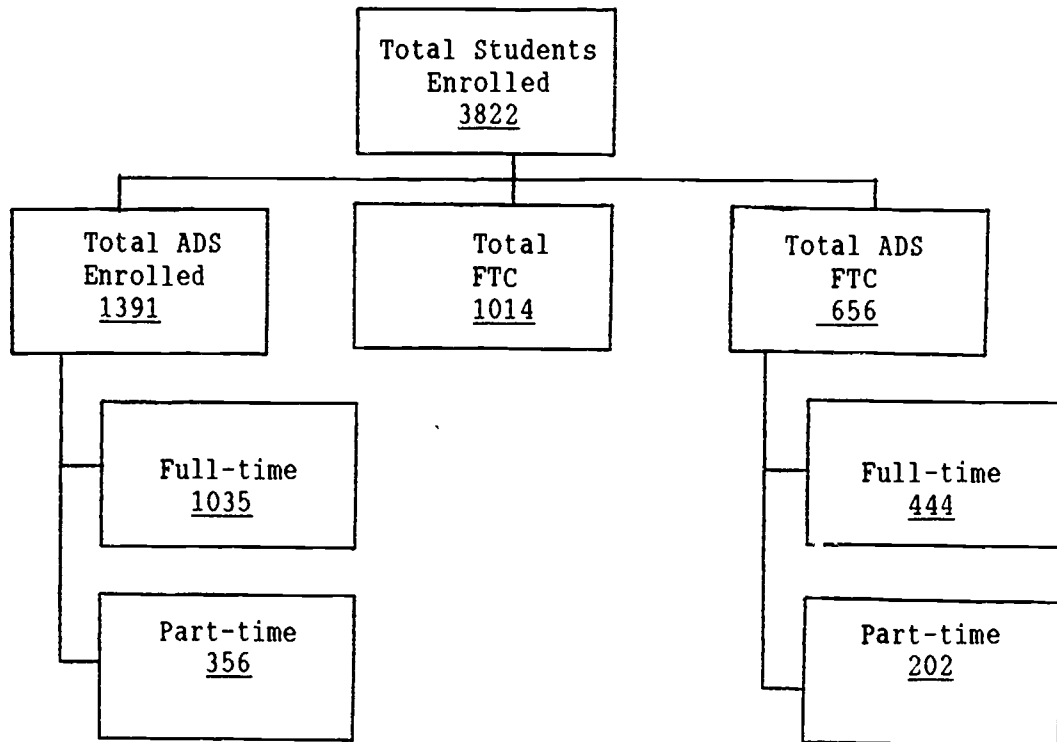
ENROLLMENT

Full and Part-time Enrollment
Spring 1989

```
                    ┌─────────────────┐
                    │ Total Students  │
                    │    Enrolled     │
                    │      3881       │
                    └─────────────────┘
          ┌──────────────────┼──────────────────┐
  ┌───────────────┐  ┌───────────────┐  ┌───────────────┐
  │  Total ADS    │  │    Total      │  │    Total      │
  │   Enrolled    │  │     FTC       │  │     ADS       │
  │    1405       │  │     644       │  │     293       │
  └───────────────┘  └───────────────┘  └───────────────┘
         │                                      │
  ┌───────────────┐                     ┌───────────────┐
  │  Full-time    │                     │  Full-time    │
  │    1009       │                     │     241       │
  └───────────────┘                     └───────────────┘
         │                                      │
  ┌───────────────┐                     ┌───────────────┐
  │  Part-time    │                     │  Part-time    │
  │    396        │                     │     63        │
  └───────────────┘                     └───────────────┘
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TABLE 5 A

30
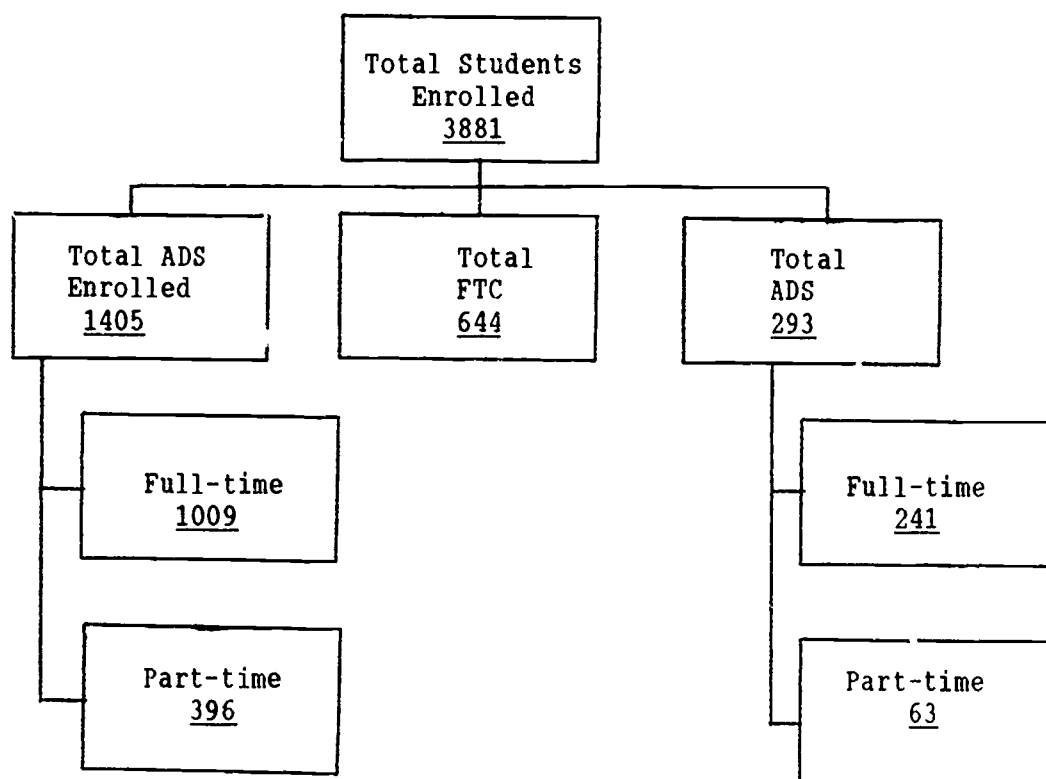
RETENTION

RETENTION

A/D Student Enrollment Tracking of First-Time College Degree Seeking Students

Term	HC	Fall 1985 Cohort Degree Seeking First-Time College A/D	Non A/D	Fall 1986 Cohort Degree Seeking First-Time College A/D	Non A/D	Fall 1987 Cohort Degree Seeking First-Time College A/D	Non A/D	Fall 1988 Cohort Degree Seeking First-Time College A/D	Non A/D
		No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
1985-86 Fall 1985	3789	489 (100)	73 (100)						
Wtr 1986	3396	388 (79)	44 (60)						
Spr 1986	3295	248 (52)	41 (56)						
1986-87 Fall 1986	3730	191 (39)	24 (32)	681 (100)	114 (100)				
Wtr 1987	3236	141 (29)	24 (32)	464 (68)	56 (49)				
Spr 1987	3045	122 (25)	21 (29)	313 (46)	47 (41)				
1987-88 Fall 1987	3399	83 (17)	13 (16)	230 (34)	33 (29)	538 (100)	70 (100)		
Wtr 1988	3283	84 (17)	8 (11)	194 (28)	29 (25)	392 (73)	29 (41)		
Spr 1988	3229	67 (14)	11 (15)	179 (26)	30 (26)	315 (59)	25 (36)		
Fall 1988	3814	42 (9)	6 (8)	136 (20)	9 (83)	232 (43)	14 (20)		
Spr 1988	3881	35 (7)	6 (8)	123 (18)	4 (4)	203 (38)	12 (17)		
Fall 1988								656 (100)	95 (100)
								487 (74)	6 (6)

DEFINITIONS

A/D Completion
A/D <u>Retention</u>   =   Completed all R/D required courses and
                                                            enrolled at the college in subsequent
                                                            Quarter/term.

Non-A/D Retention   =   First time college students who enrolled in
                                                            college level courses and enrolled the
                                                            subsequent Quarter.

TABLE 1

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GRADE DISTRIBUTION

COMPARISON OF ACADEMIC DISTRIBUTION OF GRADES

	Summer '88			Fall '88			Spring '89		
	Pass	No Pass	W	Pass	No Pass	W	Pass	No Pass	W
Study Skills	16 (73%)	6 (27%)	0 (.0%)	----	----	----	----	----	----
Basic St. Sk.	----	----	----	81 (62%)	42 (32%)	6 (5%)	71 (61%)	42 (36%)	4 (3%)
Dev. St. Sk.	----	----	----	356(70%)	126(25%)	32 (6%)	138(58%)	77 (32%)	22 (9%)
Group Total	16/22	6/22	0/22	437/643	168/643	38/643	209/354	119/354	26/354
	(73%)	(27%)	(.0%)	(68%)	(26%)	(6%)	(59%)	(34%)	(7%)
Reading I	12 (50%)	11 (46%)	1 (4%)	179 (83%)	72 (27%)	16 (1%)	88 (62%)	51 (36%)	2 (1%)
Reading II	45 (64%)	24 (34%)	1 (1%)	162 (65%)	75 (30%)	11 (4%)	161 (64%)	73 (29%)	16 (6%)
Dev. Reading	76 (74%)	27 (26%)	0 (.0%)	198(70%)	72 (25%)	13 (5%)	177(64%)	84 (30%)	17 (6%)
Group Total	133/197	62/197	2/197	539/798	219/798	40/798	426/669	208/669	35/669
	(68%)	(31%)	(1%)	(67%)	(27%)	(5%)	(64%)	(31%)	(5%)
Basic Math I	69 (53%)	59 (45%)	3 (2%)	----	----	----	----	----	----
Basic Math II	33 (42%)	40 (51%)	5 (6%)	----	----	----	----	----	----
Basic Math	----	----	----	244(52%)	196 (42%)	27 (6%)	180 (49%)	156 (43%)	29 (8%)
Elem./Beg. Alg.	56 (50%)	53 (47%)	4 (4%)	235(45%)	236(45%)	52 (10%)	236(43%)	254(46%)	60 (11%)
Int. Algebra	74 (50%)	58 (39%)	14 (10%)	96 (42%)	102(45%)	31 (14%)	129(43%)	136(46%)	33 (11%)
Group Total	232/468	210/468	26/468	575/1219	534/1219	110/1219	547/1215	546/1215	122/1215
	(49%)	(45%)	(6%)	(47%)	(44%)	(9%)	(45%)	(45%)	(10%)
Basic Writing I	6 (60%)	4 (40%)	0 (.0%)						
Basic Writ. II	33 (59%)	23 (41%)	0 (.0%)						
Theme/Rpt.	45 (56%)	35 (43%)	1 (1%)						
Bas. Oral Com.	27 (96%)	0 (.0%)	1 (4%)						
Basic Writing				145(50%)	121(42%)	22 (8%)	100(45%)	106(48%)	14 (6%)
Dev. Writing				286(68%)	110(26%)	22 (5%)	178(47%)	164(44%)	33 (9%)
Group Total	111/175	62/175	2/175	431/706	231/706	44/706	278/595	270/595	47/595
	(63%)	(35%)	(1%)	(61%)	(33%)	(6%)	(47%)	(45%)	(8%)
ADS Total	492/862	340/862	30/862	1982/3366	1152/3366	232/3366	1460/2833	1143/2833	230/2833
	(57%)	(39%)	(4%)	(59%)	(34%)	(7%)	(52%)	(40%)	(8%)

Tutoring	S	F	W
Tutoring I	53 (72%)	18 (24%)	3 (4%)
Tutoring II	138(74%)	45 (24%)	4 (2%)
Tutoring III	192(71%)	66 (24%)	12 (4%)
Group Total	383/531	129/531	19/531
	(72%)	(24%)	(4%)

TABLE 1

ADS COURSE GRADE ANALYSIS
SUMMER '88

Study Skills	A	B	C	F	N	W	Total
Study Skills	7	4	5	3	3	0	22
	32%	18%	23%	14%	14%	.0%	100%

ADS Reading

	A	B	C	F	N	W	Total
Reading I	12	0	0	2	9	1	24
	50%	.0%	.0%	8%	38%	4%	100%
Reading II	39	4	2	6	18	1	70
	56%	6%	3%	9%	26%	1%	100%
Reading III	57	14	5	11	16	0	103
	55%	14%	5%	11%	16%	.0%	100%
Total Group	108	18	7	19	43	2	197
	55%	9%	3%	10%	22%	1%	100%

ADS Math

	A	B	C	F	N	W	Total
Basic Math I	11	26	32	59	0	3	131
	8%	20%	24%	45%	.0%	2%	100%
Basic Math II	2	12	19	40	0	5	78
	3%	15%	24%	51%	.0%	6%	100%
Beg. Algebra	16	18	22	53	0	4	113
	14%	16%	19%	47%	.0%	4%	100%
Int. Algebra	13	33	28	58	0	14	146
	9%	22%	19%	39%	.0%	10%	100%
Total Group	42	89	101	210	0	26	468
	9%	19%	22%	45%	.0%	6%	100%

ADS Writing

	A	B	C	F	N	W	Total
Basic Writing I	0	3	3	2	2	0	10
	.0%	30%	30%	20%	20%	.0%	100%
Basic Writing II	0	11	22	5	18	0	56
	.0%	20%	39%	9%	32%	.0%	100%
Theme/Report	0	4	41	10	25	1	81
	.0%	5%	51%	12%	31%	1%	100%
Basic Oral/Com.	16	9	2	0	0	1	28
	57%	32%	7%	.0%	.0%	4%	100%
Total Group	16	27	68	17	45	2	175
	9%	15%	39%	10%	26%	1%	100%

TABLE 2

.37

Tutor	S	F	W	Total
Tutoring I	53	18	3	74
	72%	24%	4%	100%
Tutoring II	138	45	4	187
	74%	24%	2%	100%
Tutoring III	192	66	12	270
	71%	24%	4%	100%
Total Group	383	129	19	531
	72%	24%	4%	100%

TABLE 2 (continued)

ADS COURSE GRADE ANALYSIS
FALL '88

Study Skills	A	B	C	F	N	W	Total
Basic Study Skills	17	38	26	12	30	6	139
	13%	29%	20%	9%	23%	5%	100%
Dev. Study Skills	126	149	81	66	60	32	514
	25%	29%	16%	13%	12%	6%	100%
Total Group	143	187	107	78	90	38	643
	22%	29%	16%	12%	14%	6%	100%

ADS Reading

	A	B	C	F	N	W	Total
Reading I	178	0	1	10	62	16	267
	66%	.0%	.004%	4%	23%	6%	100%
Reading II	158	3	1	18	57	11	248
	64%	1%	.004	7%	23%	4%	100%
Dev. Reading	172	18	8	18	54	13	283
	61%	6%	3%	6%	19%	5%	100%
Total Group	508	21	10	46	173	40	798
	64%	3%	1%	6%	22%	5%	100%

ADS Math

	A	B	C	F	N	W	Total
Basic Math	27	81	136	196	0	27	467
	6%	17%	29%	42%	.0%	6%	100%
Elem. Algebra	40	85	110	236	0	52	523
	8%	16%	21%	45%	.0%	10%	100%
Int. Algebra	15	30	51	102	0	31	229
	7%	13%	22%	45%	.0%	14%	100%
Total Group	82	196	297	534	0	110	1219
	7%	16%	24%	44%	.0%	9%	100%

TABLE 2 A

ADS Writing	<u>A</u>	<u>B</u>	<u>C</u>	<u>F</u>	<u>N</u>	<u>W</u>	<u>Total</u>
Basic Writing	2	16	127	42	79	22	288
	1%	6%	44%	15%	27%	8%	100%
Dev. Writing	7	65	214	37	73	22	418
	<u>2%</u>	<u>16%</u>	<u>51%</u>	<u>9%</u>	<u>17%</u>	<u>5%</u>	<u>100%</u>
Total Group	9	81	341	79	152	44	706
	1.3%	11%	48%	11%	22%	6%	100%
TERM TOTAL	742	485	755	737	415	232	3366
	22%	14%	22%	22%	12%	7%	100%

TABLE 2 A   (continued)

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ADS COURSE GRADE ANALYSIS
SPRING '89

Study Skills	A	B	C	F	N	W	Total
Bas. Study Skills	25	26	20	15	27	4	117
	21%	22%	17%	13%	23%	3%	100%
Dev. Study Skills	65	35	38	18	59	22	237
	27%	15%	16%	8%	25%	9%	100%
T'.al Group	90	61	58	33	86	26	354
	26%	17%	16%	9%	24%	7%	100%

ADS Reading	A	B	C	F	N	W	Total
Basic Reading I	87	0	1	0	51	2	141
	62%	.0%	1%	.0%	36%	1%	100%
Basic Reading II	159	1	1	7	66	16	250
	64%	.5%	.5%	3%	26%	6%	100%
Dev. Reading	152	17	8	3	81	17	278
	55%	6%	3%	1%	29%	6%	100%
Total Group	398	18	10	10	198	35	669
	59%	3%	1%	1%	30%	5%	100%

ADS Math	A	B	C	F	N	W	Total
Basic Math	38	61	81	156	0	29	365
	10%	17%	22%	43%	.0%	8%	100%
Elem. Algebra	45	79	114	254	0	60	552
	8%	14%	21%	46%	.0%	11%	100%
Int. Algebra	23	45	61	136	0	33	298
	8%	15%	20%	46%	.0%	11%	100%
Total Group	106	185	256	546	0	122	1215
	9%	15%	21%	45%	.0%	10%	100%

ADS Writing	A	B	C	F	N	W	Total
Basic Writing	2	10	88	60	46	11	220
	1%	5%	40%	27%	21%	6%	100%
Dev. Writing	2	45	131	69	95	33	375
	1%	12%	35%	18%	25%	9%	100%
Total Group	4	55	219	129	141	47	595
	1%	9%	37%	22%	24%	8%	100%

TABLE 2B

ANALYSIS OF STUDENT GRADES (REMEDIAL COURSES)

	Summer '88			Fall '88			Spring '89		
	Pass	No Pass	W	Pass	No Pass	W	Pass	No Pass	W
Study Skills	16 (73%)	6 (27%)	0 (.0%)	81 (62%)	42 (32%)	6 (5%)	71 (61%)	42 (36%)	4 (3%)
Read. I	12 (50%)	11 (46%)	1 (4%)	179(83%)	72 (27%)	16 (1%)	88 (62%)	51 (36%)	2 (1%)
Read. II	45 (64%)	24 (34%)	1 (1%)	162(55%)	75 (30%)	11 (4%)	161(64%)	73 (29%)	16 (6%)
Basic Math I	69 (53%)	59 (45%)	3 (2%)	----	----	----	----	----	----
Basic Math II	33 (42%)	40 (51%)	5 (6%)	----	----	----	----	----	----
Basic Math	----	----	----	244(52%)	196(42%)	27 (6%)	180(49%)	156(43%)	29 (8%)
Writing I	6 (60%)	4 (40%)	0 (.0%)	----	----	----	----	----	----
Writing II	33 (59%)	23 (41%)	0 (.0%)	----	----	----	----	----	----
Basic Writing	----	----	----	145(50%)	121(42%))	22 (8%)	100(45%)	106(48%)	14 (6%)
Total	214/391 (55%)	167/391 (43%)	10/391 (3%)	811/1513 (54%)	620/1513 (41%)	82/1513 (5%)	600/1093 (55%)	428/1093 (39%)	65/1093 (6%)

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TABLE 3

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ANALYSIS OF STUDENT GRADES (DEVELOPMENTAL COURSES)

	Summer '88			Fall '88			Spring '89		
	Pass	No Pass	W	Pass	No Pass	W	Pass	No Pass	W
Dev. St. Sk.	----	----	----	356(70%)	126(25%)	32 (6%)	138(58%)	77 (32%)	22 (9%)
Dev. Rdg. III	76 (74%)	27 (26%)	0 (.0%)	198(70%)	72 (25%)	13 (5%)	177(64%)	84 (30%)	17 (6%)
Beg./Elem. Alg.	56 (50%)	53 (47%)	4 (4%)	235(45%)	236(45%)	52 (10%)	238(43%)	254(46%)	60 (11%)
Int. Alg.	74 (50%)	58 (39%)	14 (10%)	96 (42%)	102(45%)	31 (14%)	129(43%)	136(46%)	33 (11%)
Theme/Rpt.	45 (56%)	35 (43%)	1 (1%)	----	----	----	----	----	----
Bas. Oral Com.	27 (96%)	0 (.0%)	1 (4%)	----	----	----	----	----	----
Dev. Writ.	----	----	----	286(68%)	110(26%)	22 (5%)	178(47%)	164(44%)	33 (9%)
Total	278/471 (59%)	173/471 (37%)	20/471 (4%)	1171/1967 (59%)	646/1967 (33%)	150/1967 (8%)	860/1740 (49%)	715/1740 (41%)	165/1740 (9%)

TABLE 3A

STUDENT PROGRESS

SHELBY STATE COMMUNITY COLLEGE

A/D Students Completing A/D Program Summer '88 Through Spring '89

Semester/Year	Cnt.
Summer I '88	23
Summer II '88	20
Fall '88	73
Spring '89	87
Total A/D students completing	203

4 7

TABLE 1

ADS COMPLETERS FALL 1988

NUMBER OF STUDENTS

ENTRY DATE

F A W T S P S U F A W T S P S U F A W T S P S U S U F A

ADS COMPLETERS FALL 1988

A=FALL' 85
B=WTR ' 86
C=SPR ' 86
D=SUM1' 86
E=FALL' 86
F=WTR ' 87
G=SPR ' 87
H=SUM2' 87
I=FALL' 87
J=WTR ' 88
K=SPR ' 88
L=SUM1' 88
M=SUM2' 88
N=FALL' 88

TABLE 1A

ADS COMPLETERS SPR⁴ 1989

NUMBER OF STUDENTS

50 45 40 35 30 25 20 15 10 5

FA FA WT SP SU FA WT SP SUFALSP
ENTRY DATE

ADS COMPLETERS SPR⁴ 1989

A=FALL⁴ 85
B=FALL⁴ 86
C=WTR ⁴ 87
D=SPR⁴ 87
E=SUM1⁴ 87
F=FALL⁴ 87
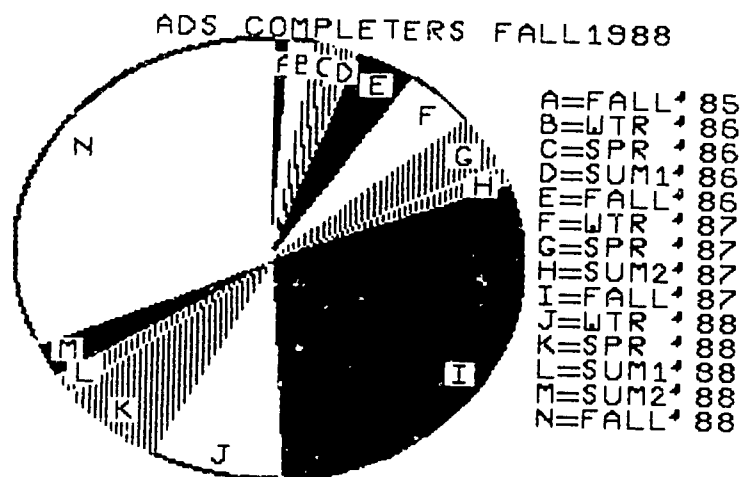G=WTR ⁴ 88
H=SPR ⁴ 88
I=SUM1⁴ 88
J=FALL⁴ 88
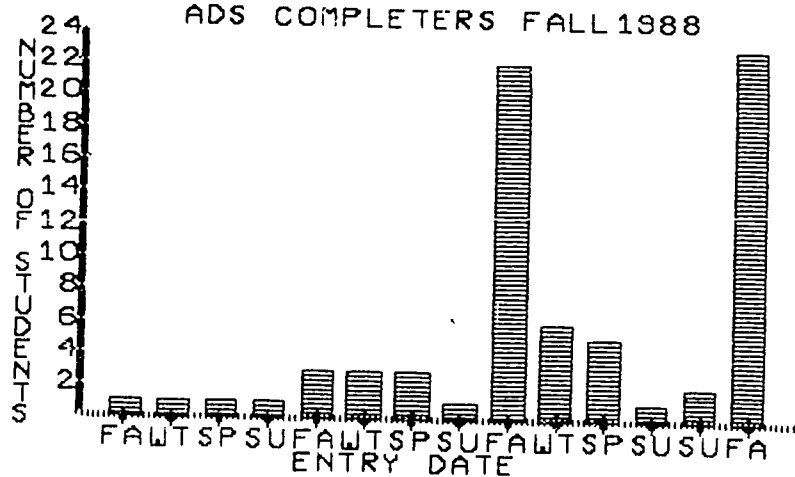K=SPR ⁴ 89

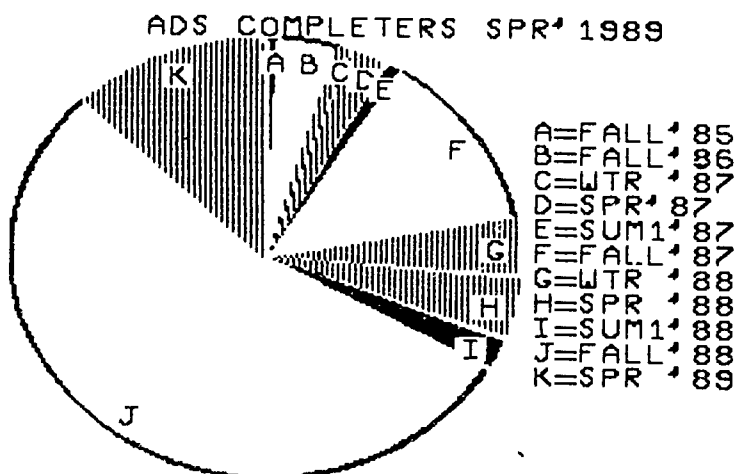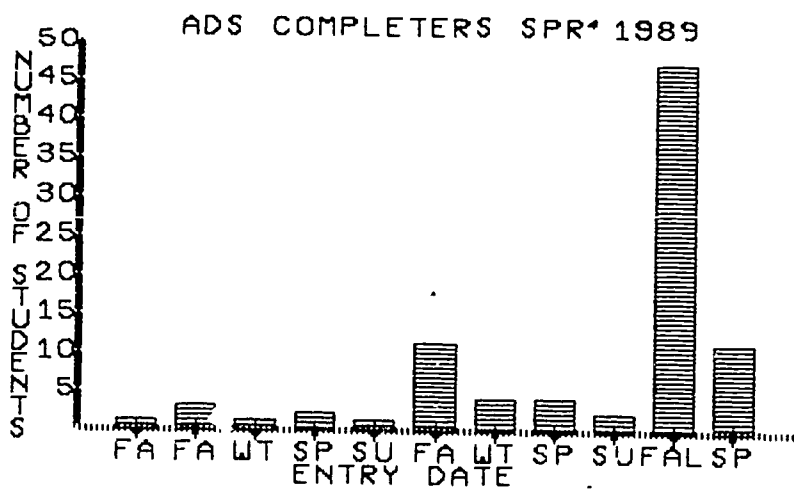TABLE 1B

STATISTICS OF STUDENTS COMPLETING A/D PROGRAM <u>SUMMER '88</u> THROUGH <u>SPRING '89</u>

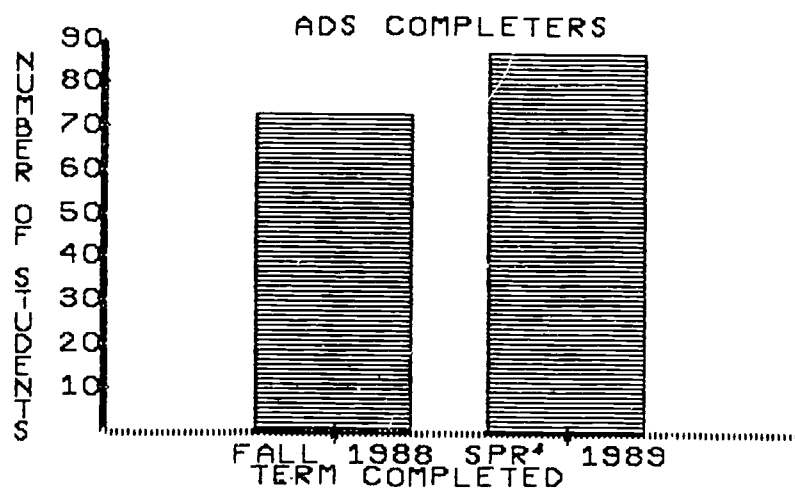| <u>Sex</u>	<u>No. of Students</u>	<u>Average Age</u>	<u>Cumulative G.P.A.</u>
Female	150	24.29	2.92
Male	53	22.45	2.68
Total	203	23.80	2.86

TABLE 2

ADS COMPLETERS

ADS COMPLETERS

TABLE 2 (continued)

ENGLISH I GRADE POINT AVERAGE

Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken English I

Sex	Number of A/D Completers Enrolled in English I	Number of Students Completing English I	Percentage Completing English I	English I G.P.A. (Mean)
Female	131	128	98%	2.51
Male	46	44	94%	2.52
Total	178	172	97%	2.52

A&D COMPLETERS(ENGLISH I)

A=COMPLETERS
B=NON-COMPLE

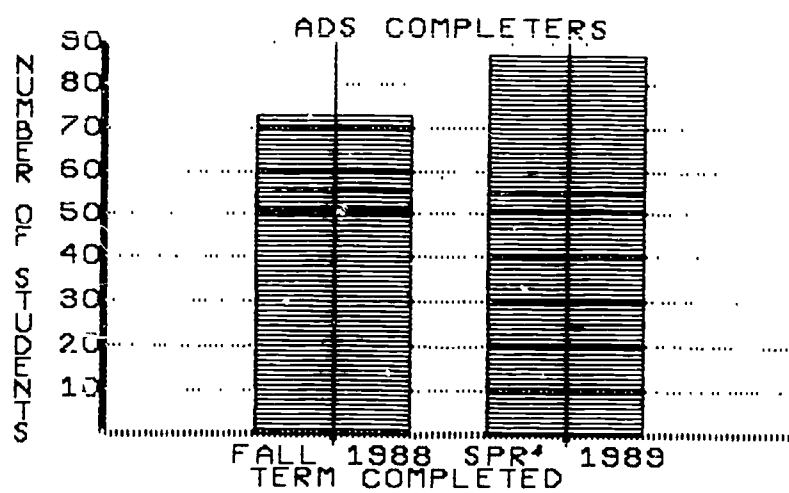TABLE 2A

COLLEGE ALGEBRA GRADE POINT AVERAGE

Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken College Algebra

Sex	Number of A/D Completers Enrolled in College Algebra	Number of Students Completing College Algebra	Percentage Completing College Algebra	College Algebra G.P.A. (Mean)
Female	60	47	78%	2.27
Male	27	23	85%	2.13
Total	87	70	80%	2.20

A&D COMPLETERS(COL.ALGEBRA)

A=COMPLETERS
B=NON—COMPLE

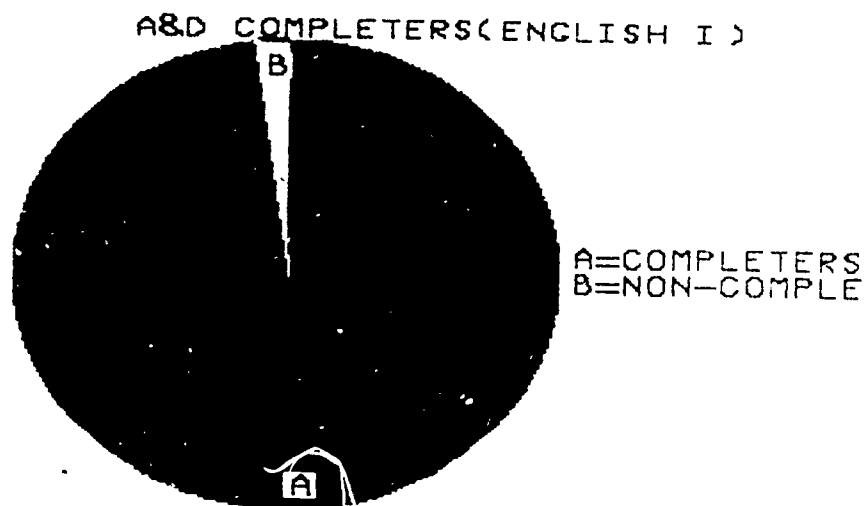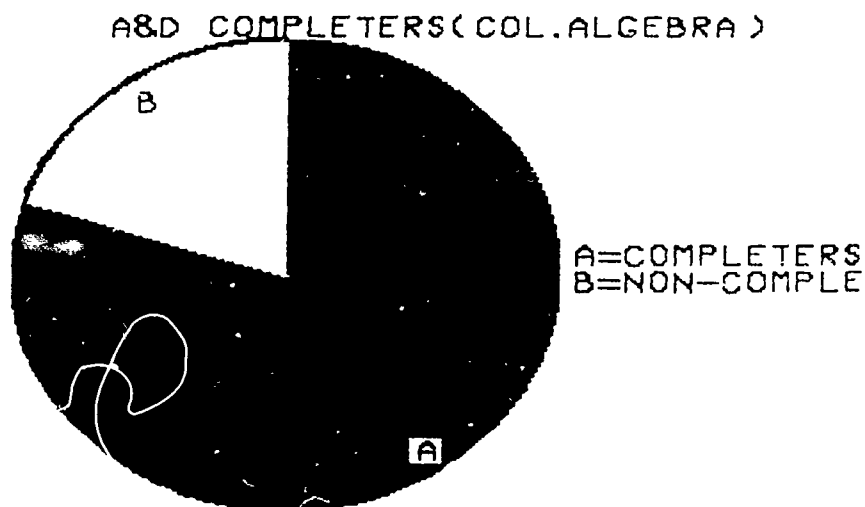TABLE 2B

HISTORY I GRADE POINT AVERAGE

<u>Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken History I</u>

Sex	Number of A/D Completers Enrolled in History I	Number of Students Completing History I	Percentage Completing History I	History I G.P.A. (Mean)
Female	74	65	88%	2.47
Male	35	29	83%	2.55
Total	109	94	86%	2.51

A&D COMPLETERS(HISTORY I)

A=COMPLETERS
B=NON-COMPLE

TABLE 2C

SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1988 Summer I

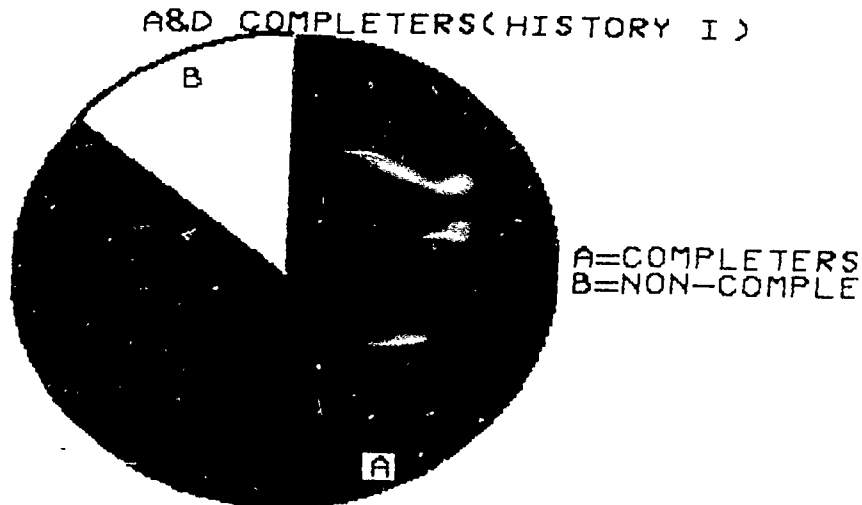| DEPT./CRS./HRS	COURSE TITLE	CNT
ART--1050-3	ART APPRECIATION	02
BIOL-1110-4	GENERAL BIOLOGY I	02
COMP-1010-3	COMPUTER LITERACY	01
EDUC-2010-3	CHILD PSYCHOLOGY	01
ENGL-1010-3	ENGLISH I	03
ENGL-1020-3	ENGLISH COMP II	07
ENGL-1030-3	ENGLISH COMP III	05
ENGL-2650-3	PERSPEC IN LIT	02
FIR--1060-3	REAL ESTATE FIN/MATH	01
HIST-1510-3	U S HISTORY I	01
HIST-1520-3	U S HISTORY II	01
HIST-1530-3	U S HISTORY III	02
HLTH-1050-3	PERSONAL HEALTH	03
MATH-1420-3	COLLEGE ALGEBRA	02
MUSC-1070-3	MUSIC APPRECIATION	01
OFAD-1010-3	BEGIN TYPEWRITING I	01
OFAD-1080-3	BUSINESS MACHINES	01
PHED-1380-2	RACKETBALL	01
PHED-1880-2	TENNIS	03
PSYC-1210-3	GEN PSY-SOC ASPECTS	03
SOCI-1010-3	INTRO SOCIOLOGY I	01
SPCH-1110-3	FUND PUBLIC SPEAK I	05

TABLE 3

SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1988 Summer II

DEPT./CRS./HRS	COURSE TITLE	CNT
BIOL-1110-4	GENERAL BIOLOGY I	01
CJSP-1920-3	POLICE FIELD EXP II	01
COMP-1010-3	COMPUTER LITERACY	01
ENGL-1020-3	ENGLISH COMP II	01
ENGL-1030-3	ENGLISH COMP III	02
HIST-1510-3	U S HISTORY I	01
HIST-1530-3	U S HISTORY III	01
HLTH-1050-3	PERSONAL HEALTH	01
HLTH-2210-3	FIRST AID & SAFETY	02
MUSC-1070-3	MUSIC APPRECIATION	05
PHED-9990-3	MILITARY PHYS ED CRE	01
PSYC-1210-3	GEN PSY-SOC ASPECTS	01
SOCI-1010-3	INTRO SOCIOLOGY I	02
SPCH-1050-3	INTRO RHET & COM ART	02
SPCH-1110-3	FUND PUBLIC SPEAK I	08

TABLE 3A

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SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1988 Fall

DEPT./CRS./HRS	COURSE TITLE	CNT
ACCT-1210-3	PRIN ACCOUNTING I	15
ACCT-1410-3	LOTUS 1-2-3	01
AERO-1010-1	U S AIRFOR TODAY I	02
ART--1050-3	ART APPRECIATION	24
BIOL-1010-4	INTRO BIOLOGY I	11
BIOL-1110-4	GENERAL BIOLOGY I	50
BIOL-1310-4	ANAT & PHYSICLOGY I	20
BIOL-2410-4	MICROBIOLOGY	04
CHEM-1010-4	COLLEGE CHEMISTRY I	02
CJST-1010-3	INTRO CRIM JUSTICE	07
CJST-1040-3	INTRO TO CORRECTIONS	03
CJST-1300-3	AMERICAN LEGAL SYS	01
CLTH-2300-3	SPEC PROB CLOTH/TEXT	01
CMPT-1010-3	COMPUTER/BUSINESS	13
COMP-1010-3	COMPUTER LITERACY	46
CONS-1400-3	PER DEV/HUMAN RELAT	02
DIET-1110-3	FOOD PREP & SERV I	03
DIET-1130-3	QUANTITY COOKERY	01
DIET-1210-2	NUTRITN CARE LAB I	02
DIET-1310-3	PRIN NUTRITION I	18
DIET-1810-3	SANITATION MEASURES	02
DIET-1910-2	FOOD SERV EXP I	02
DIET-1930-3	FOOD SERV EXP III	01
DIET-2510-3	QUAN FOOD SER MGT I	01
DIET-2610-3	HEALTH CARE DEL SYST	01
ECON-2010-3	PRIN OF ECONOMICS I	14
EDUC-1010-3	INTRO EDUCATION	04
EDUC-2010-3	CHILD PSYCHOLOGY	13
ENGL-1010-3	ENGLISH I	189
ENGL-1020-3	ENGLISH II	26
ENGL-1110-3	RESEARCH WRITING	10
ENGL-1700-3	ENGLISH I, II TELECRS	04
ENGL-2110-3	AMER LITERATURE I	02
ETHC-2040-3	ETHICS	09
FIR--2100-3	PRIN OF FINANCE	01
GBUS-1010-3	INTRO TO BUSINESS	21
HIST-1510-3	U S HIST TO 1877	77
HIST-1520-3	U S HIST SINCE 1877	24
HLTH-1050-3	PERSONAL HEALTH	53
HLTH-2210-3	FIRST AID & SAFETY	11
HPER-2480-2	FUND/TECH BASE&SOFT BALL	02
HSER-1810-3	ORIEN HUMAN SERVICE	08
LIBR-1010-1	LIBRARY RESRCH SKILL	01
LOGC-2150-3	INTRO TO LOGIC	03
MATH-1420-3	COLLEGE ALGEBRA	25
MATH-2210-3	INTRO TO STATISTICS	01
MGMT-2610-3	PRIN OF MANAGEMENT	05
MLT--1110-2	ORIEN MED LAB TECH	06

TABLE 4

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Number of ADS Students Enrolled in College Level Courses in 1988 Fall (cont'd.)

DEPT./CRS./HRS	COURSE TITLE	CNT
MLT--1500-2	PHLEBOTOMY	04
MRCH-1700-3	FASH MERCHANDISING	04
MUSC-0510-1	PRIV BRASS INSTRUC	01
MUSC-0660-1	PRIV GUITAR INSTRUC	01
MUSC-0910-2	PRIV PIANO INSTR	03
MUSC-0950-1	PRIV VOICE INSTR	03
MUSC-1050-3	FUND OF MUSIC	02
MUSC-1070-3	MUSIC APPRECIATION	43
MUSC-1110-1	EAR TRAINING I	03
MUSC-1120-3	WRITING MUSIC I	04
MUSC-1250-2	CONCERT CHOIR	04
MUSC-1350-2	JAZZ ENSEMBLE	04
MUSC-1440-2	SSCC GOSPEL CHOIR	05
MUSC-1600-2	CLASS PIANO I	01
MUSC-1910-1	PRIV PIANO INSTR	03
MUSC-2910-1	PRIV PIANO INSTR	01
NURS-1010-7	FOUNDATIONS OF NURS	08
NURS-2010-5	NURSG CHILDREN	01
NURS-2130-5	ADULT NURSG II	04
NURS-2240-5	NURS CHLDBEAR FAM	01
NURS-2350-5	MENTAL/HLTH NURSG	04
NURS-2460-1	PROFESS NURS ISSUES	02
OFAD-1010-3	TYPEWRITING I	42
OFAD-1050-3	BUSINESS COMMUNCTNS	05
OFAD-1100-3	SHORTHAND I	04
OFAD-1150-3	SECRETARIAL PRACT I	03
OFAD-1810-3	FILING & RECD CONTRL	05
PHED-1130-2	BOWLING	06
PHED-1380-2	RACKETBALL	06
PHED-1530-2	HLTH ANALY/IMPROVMNT	20
PHED-1550-2	AEROBIC	30
PHED-1810-2	ELEMENTARY SWIMMING	06
PHED-1960-2	WEIGHTLIFTING	10
PHIL-2010-3	INTRO TO PHILOSOPHY	07
PHYS-2010-4	GENERAL PHYSICS I	01
POLS-1020-3	AMERICAN NATL GOVT	01
PSCI-1410-4	PHYS SCIENCE I	05
PSYC-1210-3	GEN PSYCHOLOGY I	52
RADT-1310-2	RAD ANATOMY/PHYS I	04
RADT-1510-3	RADIOG PROCED I	04
RADT-1910-2	RADIOL CLINIC I	04
SOCI-1010-3	INTRO SOCIOLOGY	43
SOCI-1030-3	SOCIAL PROBLEMS	09
SOCI-2110-3	INTRO SOCIAL WELFARE	05
SPCH-1050-3	INTRO RHETORIC	05
SPCH-1110-3	PUBLIIC SPEAKING	83
SPCH-2610-3	BASIC ORAL INTERPR	06
SPCH-2620-3	INTER ORAL INTERPRETA	01

TABLE 4A

Number of ADS Students Enrolled in College Level Courses
in 1988 Fall (cont'd.)

DEPT./CRS./HRS	COURSE TITLE	CNT
SSCI-2990-3	SPEC TOP SOC SCIEN	08
THEA-1060-3	INTRO TO THEATER	11
THEA-1520-3	INTERM ACTING I	02

SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1989 Spring

DEPT./CRS./HRS	COURSE TITLE	CNT
ACCT-1210-3	PRIN ACCOUNTING I	31
ACCT-1220-3	PRIN OF ACCOUNT II	06
ACCT-1410-3	LOTUS 1-2-3	01
AHS--1020-3	MEDICAL TERMINOLOGY	06
ART--1050-3	ART APPRECIATION	57
ART--1150-3	BASIC PHOTOGRAPHY	04
BIOL-1010-4	INTRO BIOLOGY I	08
BIOL-1110-4	GENERAL BIOLOGY I	65
BIOL-1120-4	GEN BIOLOGY II	02
BIOL-1310-4	PRIN ANAT & PHYS I	20
BIOL-1320-4	PRIN ANAT & PHYS II	11
BIOL-2410-4	MICROBIOLOGY	02
CHEM-1010-4	COLLEGE CHEMISTRY I	02
CJSC-1180-3	CONSTITUTIONAL RIGHTS	06
CJSP-2990-3	SPEC TOP CRIM JUST	02
CJST-1050-3	CONTEMPORARY ISSUES	05
CJST-1070-3	CRIMINOLOGY	07
CJST-2080-3	DRUG ABUSE/LAW	19
CJST-2120-3	PSYCHOLOGICAL ASPTS	06
CLTH-1320-3	CLOTHING CONSTR II	01
CMPT-1010-3	COMPUTER/BUSINESS	13
COMP-1010-3	COMPUTER LITERACY	43
CONS-1120-1	IDENT JOB RIGHT YOU	08
CONS-1130-1	HOW TO GET A JOB	07
CONS-1200-3	INDIV VOC ASSESSMENT	02
CONS-1600-3	CONSUMER ECONOMICS	04
DIET-1120-3	TECH FOOD PREP II	02
DIET-1220-2	NUTRITN CARE LAB II	01
DIET-1310-3	PRIN NUTRITION I	28
DIET-1330-3	THERAPEUTIC NUTRITION	01
DIET-1810-3	SANITATION MEASURES	01
DIET-1920-3	FOOD SERV EXP II	01
ECE--1330-3	CREATE YOUNG CHILD	04
ECON-2010-3	PRIN OF ECONOMICS I	14
ECON-2020-3	PRIN OF ECONOMIC II	07
EDUC-1010-3	INTRO EDUCATION	08
EDUC-2010-3	CHILD PSYCHOLOGY	08
ENGL-1010-3	ENGLISH I	272
ENGL-1020-3	ENGLISH II	68
ENGL-1110-1	RESEARCH WRITING	06
ENGL-1700-6	ENGLISH I,II TELECRS	09
ENGL-2300-3	STUDIES/LITERATJRE	01
ETHC-2040-3	ETHICS	20
FIR--2510-3	PRIN BUSINESS LAW	04
GBUS-1010-3	INTRO TO BUSINESS	22
HIST-1010-3	INTRO TO HISTORY	12
HiST-1510-3	U S HIST TO 1877	48

TABLE 5

Number of ADS Students Enrolled in College Level Courses
in 1989 Spring (cont'd.)

DEPT./CRS./HRS	COURSE TITLE	CNT
HIST-1520-3	U S HIST SINCE 1877	107
HLTH-1050-3	PERSONAL HEALTH	63
HLTH-2210-3	FIRST AID & SAFETY	13
HSER-1600-1	SPEC PROBLEM HSER	06
HSER-1800-3	INTRO MTL HLTH/RETARD	02
HSER-1850-3	GRP FACILITAT SKILLS	02
HSER-2930-4	HSER FIELD EXP I	05
HSER-2940-4	HSER FIELD EXP II	02
MATH-1420-3	COLLEGE ALGEBRA	19
MATH-2210-3	INTRO TO STATISTICS	02
MGMT-2610-3	PRIN OF MANAGEMENT	05
MLT--1110-2	ORIEN MED LAB TECH	06
MLT--1500-2	PHLEBOTOMY	03
MLT--1550-1	PHLEBOTOMY SEMINAR	01
MRCH-1380-3	TEXTILES	02
MRCH-2700-3	MRCH PLAN/CONTROL	01
MUSC-0950-1	PRIV VOICE INSTR	04
MUSC-1050-3	FUND OF MUSIC	05
MUSC-1070-3	MUSIC APPRECIATION	50
MUSC-1250-2	CONCERT CHOIR	02
MUSC-1440-2	SSCC GOSPEL CHOIR	08
MUSC-1600-2	CLASS PIANO	07
NURS-1110-5	ADULT HLTH NURS I	03
NURS-2010-5	NURSG CHILDREN	01
NURS-2240-5	NURS CHLDBEAR FAM	01
OFAD-1010-3	TYPEWRITING I	33
OFAD-1020-3	TYPEWRITING II	11
OFAD-1080-3	BUS MACHINES/APPLI	05
OFAD-1100-3	SHORTHAND I	03
OFAD-2400-3	WRD PROC CON & AP I	08
OFAL-2200-3	LEGAL TERMINOLOGY	02
PHED-1380-2	RACKETBALL	07
PHED-1530-2	HLTH ANALY/IMPROVMNT	27
PHED-1550-2	AEROBICS	69
PHED-1680-2	SELF-DEFENSE/KARATE	14
PHED-1810-2	ELEMENTARY SWIMMING	02
PHED-1880-2	TENNIS	08
PHED-1960-2	WEIGHTLIFTING	15
PHIL-2010-3	INTRO TO PHILOSOPHY	08
PHYS-1420-4	PHYS SCIENCE II	05
POLS-1010-3	BASIC ISSUES POLITIC	02
PSYC-1210-3	GEN PSYCHOLOGY I	62
PSYC-1220-3	GEN PSYCHOLOGY II	02
SOCI-1010-3	INTRO SOCIOLOGY	87
SOCI-1030-3	SOCIAL PROBLEMS	18
SPAN-1020-3	BEGINNING SPANISH II	01
SPCH-1050-3	INTRO RHETORIC	04
SPCH-1110-3	PUBLIC SPEAKING	152

TABLE 5A

Number of ADS Students Enrolled in College Level Courses
in 1989 Spring (cont'd.)

DEPT./CRS./HRS	COURSE TITLE	CNT
SPCH-1620-3	VOICE & ARTICULATION	11
SPCH-2610-3	BASIC ORAL INTERPR	06
THEA-1060-3	INTRO TO THEATER	07
THEA-1510-3	BASIC ACTING	02

MAJORS OF STUDENTS WHO HAVE COMPLETED ADS COURSES
SUMMER 1988 - SPRING 1989

Major	Students
Business Accounting	1
Early Childhood Education	2
Medical Lab Technology	9
Merchandising	1
Nutrition, Dietetics, FS Admin.	1
Nursing	50
Executive Secretary	2
Legal Secretary	1
Medical & Dental Secretary	2
Orthopedics/Prosthetics Technology	1
Radiologic (X-Ray) Technology	5
General Studies	9
Psychology	2
Biological (Life) Sciences	1
Business Administration	16
General Studies	13
Music	2
Police Sciences Administration	1
Political Science	1
Psychology	2
Sociology	1
Health, PE, and Recreation	1
Pre-Elementary Education	
Pre-Secondary Education	1
Fashion Design & Clothing Maintenance	1
Undecided	81

TABLE 6   63

ACADEMIC AND DEVELOPMENTAL SERVICES
GOALS
1988-89

The preceding data and attached tables point to areas of concern and segments of the Developmental Services Program which need improvement. Therefore, the following Assumptions, Goals, and Strategic Actions have been established for 1989-90.

LANGUAGES and LITERATURE

Assumptions
1.   Many ADS writing students may tend to avoid directly dealing with writing skills deficiencies rather than actively seeking to remedy them.

2.   The majority of ADS writing students entering the course late have had little practice in taking responsibility for learning in general and specifically with writing.

3.   Students tend to view their instructors as dispensers of grades rather than as resource persons who can help them with their writing.

4.   Students who have been given adequate preparation and instruction will be able to apply the skills they have learned from course to course.

Goals/Objectives
1.   To help students deal directly with deficiencies in their writing skills rather than avoid them.

2.   To help students begin to experience success with material they're responsible for learning.

3.   To help students relate to instructors and teaching assistants more as "trainers/coaches" than as authority figures with the arbitrary power to reward and punish.

4.   To give students the opportunity to apply what they have learned in all courses they are taking.

Strategic Actions:
1.   Use of individualized learning packets for specific skills, emphasis on importance of the most serious errors, individual referrals according to Prescribed Academic Assessment and Referrals procedures as necessary.

2.   Using interactive, self-paced learning units that are clear, easy to understand, and which require the student's active participation for completion, and consultations with the instructor and teaching assistant.

LANGUAGES and LITERATURE <u>Strategic Actions</u> (cont'd.)

3. Maintenance of informal, relaxed writing room setting, instructor and teaching assistant circulating among students for brief consultations, positive recognition of step completion in assignments.

4.a. To give students reading assignments and exercises in writing classes.

4.b. To give students writing assignments and activities in reading classes.

4.c. To reinforce documentation skills that are learned in study skills in the Developmental Writing course.

READING

Assumptions

1. Students enter college without adequate concrete concepts that enable them to realistically measure behaviors that contribute to academic success.

2. Students learn and internalize new skills more readily if personal relevance can be demonstrated.

3. Students enrolled in ADS reading courses will benefit from a curriculum that is innovative and fosters individual commitment through a variety of teaching techniques.

4. Students enrolled in ADS classes may not attend class for the first time until the second of even third week of class.

5. Late registered students will often enter class two or three weeks behind in material covered in class.

Goals/Objectives

1.a. Provide measures to supplement the preparedness level of students on an individual basis.

1.b. To enable students to recognize and seek support in areas of underpreparedness or academic need.

2.a. Increase student awareness of the necessary skills for academic success and the applicant of these skills in the professional setting as well as the academic setting.

2.b. Provide learning activities that focuses student attention on parallels in the professional setting to the skills developed across the disciplines of academe.

3.a. To intensify focus on prescriptive learning.

3.b. To increase the student's mastery of a given concept.

READING <u>Goals/Objectives</u> (cont'd.)

3.c   To provide immediate feedback.

3.d.   To provide an opportunity for students to be able to identify career
        options.

3.e.   To provide constructive competition.

4.   To provide late registered and late coming students with the means of
        catching up.

5.   To provide this means as an individual activity which a student can
        complete independent of intensive teacher participation.

TESTING

<u>Assumptions</u>

1.   The modification of the ACT Assessment format/content will reflect a
        decline in students' performance on the test.

2.   The number of students required to take the AAPP exam will increase
        significantly based on the use of the Enhanced ACT Subscores.

3.   The screening process presently being performed exclusively by the
        Testing Personnel will intensify the accurate placement of students.

<u>Goals/Objectives</u>

1.   To strengthen prospective students' performance by providing them with
        test-taking strategies prior to the test administration.

2.   To assure that all students are accurately assessed and placed in an
        efficient manner.

3.   To ensure that each student is given test(s) that are specifically
        required.

<u>Strategic Actions</u>

1.   Provide students with handouts/booklets that address the importance of
        the tests, provide general test-taking strategies, and include sample
        questions for both the ACT and the AAPP.

2.   Provide flexible testing times to accommodate the student body.

3.   Provide follow-up services to absentees and prospective applicants
        whose admissions files are incomplete.

COUNSELING

Assumptions
1. Students enrolled in the ADS program will often lack self confidence and the verbal skills needed to familiarize themselves with policies and procedures that can aid in their successful transition into the mainstream of college.

2. Students entering the ADS program will generally be plagued with varying socio-economic, attitudinal and academic barriers that will adversely effect their identifying and establishing career goals and continuing their education.

3. It is assumed that once students can identify a unit that addresses their affective needs, the process of developing a focused internal locus of control will begin to crystalize.

4. It is assumed that students who have specific directions will internalize educational aspirations and will be motivated to solidify academic/career goals with a definite commitment to those goals.

5. It is assumed that as students continue their college matriculation they will acquire skills that will give them a sense of self sufficiency and autonomy.

Goals/Objectives
1. To provide new and continuing ADS students with an accessible and viable unit of information dissemination that interfaces with all academic and non-academic programs and components of the college.

2. To promote ADS counseling as an integral part of the student's development at the point of inception to the college and throughout his/her matriculation.

3. To establish a positive counseling relationship with students that fosters exploration, personal growth and development.

4. The ADS counseling unit will create a nonthreatening atmosphere that facilitates and encourages mutual agreement between counselor and student as it relates to setting and achieving academic, career and personal goals.

5. To be instrumental in assisting students to develop skills that will result in less dependence on structured counseling and yield minimal non-academic assistance.

Strategic Actions - The goals stated above will be addressed through:
1. Orientation, Networking, Admissions Counseling, Flexible Counseling Hours, Outreach Counseling.

2. Orientation, Admissions Counseling, Academic Advising, Registration, Mentoring, Peer Counseling.

COUNSELING Strategic Actions (cont'd.)

3.   Initiation of the Student Success Plan, Individual Counseling, Needs Assessment, Career Exploration, Crisis Counseling, Mentoring.

4.   Individualized Counseling, Drop/Early Withdrawal Intervention Counseling, Contract Counseling, Clarification of Career and Academic Goals, Computer Tracking, Mid-Semester Progress Reports, Academic Advising.

5.   Individual and Group Counseling, Declaration of Major, Departmental Advising, Transcript Analysis.

MATH and METHODOLOGY

Assumptions

1.   Students exhibit different talents, abilities, achievements, needs and interests in relationship to mathematics.

2.   It is assumed that students can be better motivated (or encouraged) when dealt with in a more personal manner.

3.   Students who learn how to better study mathematics should experience success in their coursework.

4.   Today's society expects students to be problem solvers and learn to communicate and reason mathematically.

5.   Technology has changed the nature of learning mathematics and the methods used to investigate and solve problems.

Goals/Objectives

1.a.   To present mathematics to "all" students in a small personal classroom setting.

1.b.   To make the learning of mathematics less threatening but structured for mastery.

1.c.   .To provide adequate auxiliary assistance to students by means of tutorial help.

2.   Students will be monitored closely to prevent them from "falling through the cracks."

3.   Encourage the use of reference materials, tutorial assistants, and note taking.

4.   To develop the student's ability to solve problems.

5.   Students should learn to use the computer as a tool for processing information and performing calculations to investigate and solve problems.

MATH and METHODOLOGY
Strategic Actions:

1. Use of variety of instructional formats (small groups, individual explorations, peer instruction, whole class discussions, project work and computers).

2. Follow-up Counseling, Computer Assisted Evaluation and Student Assessment will be an integral part of teaching.

3. Conduct workshops on how to study mathematics.

4. The systematic maintenance of student learning through the embedding of review in the context of new topics and problem situations.

5. Provide opportunities for students to have access to a computer for individual and group work.

TUTORING

Assumptions

1. ADS students will continue to need supplementary assistance in the content areas.

2. Students will seek supplementary assistance during the day and evening sessions at locations.

3. Students that are aware of the positive benefits of the tutorial component of the ADS Division will be more open to using the services.

4. Effective supplementary assistance will continue to be a vital link to classroom instruction.

5. Students that are not in a formal "structured" classroom setting will tend to "fall in the cracks" in terms of attendance.

Goals/Objectives

1. To promote an environment that demonstrates a high level of willingness to help in the advancement of learning.

2. To maintain operational hours that meet the needs of day and evening students.

3. To make the students aware of the positive benefits of the tutoring component.

4. To communicate to the student that "it is okay" to need and seek tutorial assistance.

5. To promote the development of regular lab attendance to gain more academic accomplishments.

TUTORING

Strategic Actions

1. Send letters to ADS faculty in order to disseminate tutoring services.

2. To provide flexible hours and special arrangements for tutoring services.

3.a. Distribute publications in conjunction with the Reading Department, that highlights current and upcoming activities.

3.b. Distribute bookmarks to students during orientation and registration regarding tutoring services.

3.c. Send tutors to classroom.

4.a. To have tutors respond to 'he Prescribed Academic Assessment and Referral form.

4.b. To encourage students to utilize the services of Student Support Services when they enroll in college level courses.

5. To implement a computer tracking system to inform instructors and counselors of students' attendance in tutoring.

STUDENT SUPPORT SERVICES

Assumptions

1. A considerable number of ADS students will be eligible for SSS program participation.

2. A large percentage of students will need and seek tutorial, counseling, and special services.

3. The relevance of getting a solid education and its impact on future endeavors must be reinforced.

4. Concerted efforts must be undertaken to increase the student's self-esteem and confidence.

5. The relevance of getting a solid education and its impact on future endeavors must be reinforced.

Goals/Objectives

1. To increase the visibility of an accessible and comprehensive support system.

2.a. To promote the benefits of program participation.

2.b.   To enhance the academic success and personal growth of students.

STUDENT SUPPORT SERVICES <u>Goals/Objectives</u> (cont'd.)

3.   To help students develop positive attitude towards education and self.

4.a.   To assist the student in establishing short-term and long range goals.

4.b.   To help students develop effective personal and interpersonal skills for academic and non-academic concerns.

5.   To keep the student actively interested and involved in his/her students.

<u>Strategic Actions</u>

1.   Offer relevant information-sharing workshops.

2.   Keep students abreast of programmatic opportunities.

3.   Provide accessible and supportive avenues for student growth.

4.   Develop innovative and systematic counseling procedures.

5.   Employ innovative learning strategies for the student's skill development.

Conclusion

During the past four years of the administration of the Tennessee Academic and Assessment Placement Program at Shelby State Community College, it has been concluded that progress has been made in virtually all areas of the program. Recent internal and external evaluations describe systematic progress, revision and improvements made which include the following:

1. Reorganization of the ADS Program - Assignment of a specific core of faculty to teach exclusively R/D math and writing courses.

2. Development of a New Student Success Plan - The plan provides new and innovative approaches to rendering services to students in the academic and support areas.

3. Computer Tracking System that is designed to monitor student progress, attrition and retention.

4. Computer Assisted Instruction provides students with supplementary computer-assisted instructional modules for use in the writing and tutoring laboratories.

5. Staff Development to continuously increase the involve.ent of staff and faculty in staff development activities related to student success. Various modes of training have been implemented which include the following:

    1. ADS faculty and staff retreats
    2. Seminars
    3. Workshops
    4. Computer Literacy Training
    5. Orientation training   ssions for new and continuing faculty members.

The five outcome indicators reviewed in this report show that in general, the A & D program at Shelby State Community College (SSCC) is very successful. Overall, students who complete remediation perform slightly better than students who did not need remediation Enrollment data indicates that a larger percentage of first-time entering college students need remediation. Also, demographic data depicts that a large number of underprepared students who enter Shelby State Community College's Remedial Program are generally black females. Findings from retention data shows that a high percentage of ADS students who enrolled in the fall '88 returned the subsequent semester. The follow-up analysis of the number of students who graduated from SSCC during the '88 - '89 academic year indicates that twenty-five percent of the graduates represented students who participated in the Academic and Developmental Services pi gram.

While progress in all level I courses has not been tracked, students completing the Developmental Studies Program report that the Developmental Program has given them the skills for success and prepared them for the required level II courses.